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Revolutionizing Teacher Productivity: Unravelling the Secret of High-Performance Work System in Strategic Human Resource Management

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Abstract

High-performance work systems (HPWS) have been a topic of interest in various industries, but their impact on teachers' productivity in Nigeria is a crucial area of study. The education sector in Nigeria faces numerous challenges, including inadequate resources, large class sizes, and limited professional development opportunities. In addressing the challenges, this research was conducted to seek their perception of the role of HPWS on teacher's productivity. Data were collected from the six educational districts of public schools, among 492 teachers in Lagos, Nigeria. The data was analyzed using Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA). The findings provide new insights into the value of HPWS in SHRM in the education sector. The result showed that implementing high-performance work systems in this context could potentially lead to improved teacher productivity, benefiting both educators and students alike.

Introduction

Strategic Human Resource Management has emerged as a pivotal force shaping the modern organizational landscape. Its importance lies in its capacity to synchronize HRM strategies with organizational objectives, contributing to improved performance and long-term competitive advantage. This paradigm shift in HRM underscores the strategic importance of human capital and its impact on organizational success. This approach is designed to be an objective, systematic, and standardized method for achieving substantial outcomes within an organization.

SHRM goes into the relationship between an organization and the management of its human resources. Employees play a crucial role in strategic management as they are the primary factors that determine its success. They constitute a vital component of an organization's strategic capability and have a profound impact on the decision-making process and the overall effectiveness of implementing strategic plans (Li, Zhang, & Yan, 2022). The way in which employees translate strategy into action directly influences the outcomes and achievements of the organization's strategic objectives. These relate to the fact that the best practices the organization initiates, the higher improving the resulting performance of the organization.

According to Huselid (1995), HPWS has the potential to enhance the knowledge, skills, and competence of

employees through recruitment, comprehensive training development, and job design. Furthermore, it is believed that HPWS can cultivate a commitment-based organizational culture, thereby minimizing talent attrition (Tawk, 2021; Murphy, Torres, Ingram & Hutchinson, 2018). Strategic human resource management (SHRM) practices, including resourcing, training and development, employee relations, and reward management, revolve around the employment and management of individuals within organizations. The aim of these practices is to effectively utilize a dedicated and skilled workforce to accomplish the organization's goals and objectives.

In the educational industry, HPWS in education is about recruiting effective teachers for schools and equipping them with the instructional and leadership expertise needed to dramatically improve students' achievement. There is a growing recognition that effective HR policies and practices can potentially enhance the performance of teachers and, consequently, their students' academic achievements (Ashade, Ibrahim & MohdSidek, 2017). As such, the practice of HPWS in education industry is complex and wide-reaching. It touches all aspects of school as well as the education policy which aim to provide the way to educational organizations for the strategies to make their employees productive.

Problem Statement

Numerous discussions on strategic management have garnered the attention of researchers, theorists, and practitioners, particularly within the education industry, as they seek to uncover and investigate the potential of this educational practice. Despite the expansion of strategic management and its impact on the human resources of organizations, there remains a need to elucidate the ways in which high-performance work systems influence the human resource aspect of the education system. There is no doubt that if proper attention is placed on SHRM in the education system specially in school, it will improve school effectiveness and teacher performance and ultimately improve the quality of children's education, but the reverse is the case for Lagos state, Nigeria.

There are lots of problems arising due to lack of HPWS in the teaching profession in Lagos State which gave room for teacher attrition. Teachers leaving their job to another has a significant impact upon the education industry and schools they leave. There must be replacement to everything but not for a novice teacher in place of highly experienced one who left out of demotivation. Those who left the profession left a big vacuum and burden in the system. Researchers have proposed several solutions to address the problem, but the rate of teacher exit remains high (Ashade, Ibrahim & MohdSidek, 2020; Oke, Ogundele, & Mainoma, 2017; Akindutire & Ekundayo, 2012; Egu, Nwaju, & Chionye, 2011). So, a better understanding of the high-performance work system (HPWS) related to teachers' decisions quitting their profession is needed. It is imperative to understand that, if the factors affecting teachers HPWS were better understood, School administrators and policy makers could take proactive steps to minimize the loss of valued teachers to improve students' achievement.

However, the work attitude of teachers in the classroom has been a longstanding issue in Lagos State, Nigeria. There have been reports of varying work attitudes among teachers, with some exhibiting a strong dedication to their profession while others display apathy, absenteeism, and lack of motivation. This growing concern prompts a closer examination of the factors contributing to this issue and the potential solutions to improve the situation.

For example, as a senior inspector Education officer in Lagos State, With the level of my cadre, I was opportune to carry out a team inspection in some secondary schools as the common practice, the inspectors must be on the school before the students gathered in the assembly ground in the morning to determine the punctuality level of the staff and the students. To my surprise, 75% of the teachers came late after the first period was over. Thus, the impact of teachers' work attitude on the classroom environment cannot be overstated, as it directly influences the quality of education and the overall experience of students.

In addition, salary as one of the elements of HPWS in SHRM plays a significant role in quality of teacher productivity. Teachers' salaries in Lagos state are generally low and have brought them to the lower status in the society compare with other professions. Poor wages of teachers can undermine their basic needs fulfilment and had led to secondary employment which jeopardized their performance in their primary profession as teachers. Research has provided evidence to support the notion that increased salaries have a positive impact on the caliber of students pursuing a career in education. This phenomenon not only enhances the pool of potential teachers but also contributes to the growth and development of the future teaching workforce (Hanushek, et.al. 2019; Podolsky, et.al, 2019). García & Han, (2022) in their study found a relative correlation between teacher pay and students' academic achievement.

Educational institutions operate in a cyclical manner, lacking clear and attainable development goals. Therefore, any attempts at progress must be approached gradually. Consequently, the significance of embracing the concept of strategic management techniques in education and preserving strategies for its implementation cannot be overstated. Unfortunately, many individuals within the Lagos State Ministry of Education are unaware of the fundamental principles of strategic management and how to establish effective work procedures that align with the system's goals and objectives. It is widely believed that without the strict implementation of organizational strategic management and the incorporation of dynamic elements, it would be extremely difficult for any institution to achieve its ultimate objectives and ensure its long-term sustainability.

Theoretical Concept Underpinnings this study

The Universalistic approach in Human Resource Management (HRM) has been a subject of interest and debate for scholars and practitioners alike. This approach, which gained prominence during the early 1900s, has been championed by several influential figures such as Taylor, Fayol, and Weber. Their contributions have shaped the understanding and application of universal principles in HRM. The Universalistic approach in HRM is built upon the premise that there is a "One Best Way" to manage and lead people within organizations. This notion, championed by Frederick Taylor, emphasized the standardization of processes and the scientific selection and training of employees to achieve optimal efficiency and productivity.

Taylor's principles laid the groundwork for the development of universal standards and practices in HRM. Henri Fayol's introduction of universal principles of leadership further reinforced the notion of a standardized approach to management. Fayol advocated for principles such as unity of command, division of work, and centralization, which were proposed as universally applicable across different organizational contexts. Max Weber's

contributions to the universalistic approach centered on the idea of bureaucracy as a rational and efficient form of organization. These bureaucratic phenomena were seen as essential elements of the universalistic approach to HRM.

SHRM recognizes that the universalistic approach in HRM is primarily rooted in two philosophical concepts: the human capital theory and the strategic resources theory. According to Barney (1995), these concepts provide the theoretical foundation for the universalistic perspective. The human capital theory posits that investing in the development and management of employees' skills, knowledge, and abilities can lead to enhanced organizational performance and competitive advantage. This theory aligns with the universalistic approach by emphasizing the importance of standardizing HR practices to develop and leverage the human capital within an organization. The strategic resources theory on the other hand focuses on the significance of valuable, rare, and inimitable resources in contributing to a firm's sustained competitive advantage. McMahan & Wright, (1992) agreed within the context of HRM, this theory underscores the universalistic approach by advocating for the standardization of HR practices to effectively manage and deploy strategic human resources.

Similarly, other empirical studies have identified a clear relationship between HRM practices and employee achievement. They highlighted that best HR practices enhance employed behavior, improve punctuality, soaring level of skills, efficiency and huge productivity positively. (Wang, Yi, Lawler, & Zhang, 2011; Katou, Budhwar, & Patel, 2014; Doherty & Norton, 2013). Pfeffer, (2001), also notes that the organization would achieve a lofty and dominant benefit if it can enforce the best practice concept in any case of the market dilemma, production, or locality of the validation while Boxall, (2012) describe High performance work organization as higher distinctive framework that should be practice or implemented according to each business situation to provide the topmost outcome. Thus, HPWS practices can only bring a strategic effect if they are combined and will serve as a strong pillar for the company to reach the target objectives.

This study employed universalistic theory because it is the theory that treated HR from the performance work system point of view. The theory proposed what is known to be best practice. Such approaches indicate that organizations that adapt HR theories are frequently performing greater than the rest. The utilization of the best practices will result in achieving the following goals:

- Ensure organization goals are achieved.
- Efficient use and maximization development of HR
- Respecting, identifying, and satisfying individual needs.
- Reconciling the employee's goals and that of the organization
- Provision of well-trained and well-motivated employee
- Morale of employee is kept high.
- Ensuring that job satisfaction and self-actualization is attained to its maximum.
- Develop and maintain quality of work life.
- Develop personality of employees in its multidimensional aspect.
- Staff capabilities being enhanced to perform actual job.
- To be responsive to the ethical and social needs of the society

- Ensure staff are equipped precisely and clearly in the transaction of business.
- Team spirit being inculcated such that teamwork and inter-team collaboration is gained.

For this reason, this study aims to describe the hidden connections of high-performance work system in SHRM in the teaching profession revealed through Confirmatory Factor Analysis (CFA) and Exploratory Factor Analysis (EFA) as a tool or mechanism for productivity (Keith, 2015). This allows us to test the data and compare competing models in investigating the structure of a six-factor model of HPWS elements as impediment of teacher productivity.

Method

This study employed a quantitative research approach based on a cross-sectional survey design. This approach was selected because it allowed for the collection of a large quantity of data from dispersed subjects quickly and at a relatively low cost. Also, findings from quantitative studies are generalizable to the target population, which is in line with the goal of the present study.

Target Population and Sampling Issues

Respondents were drawn from secondary school teachers in the six educational districts in Lagos state. A total of 690 self-administered questionnaires were randomly distributed among teachers across all districts, of this total, 493 usable and completed questionnaires were returned and analysed. See Table 2 and Figure 1 for the sample distribution of participants according to location.

Table 1. Sample Distribution of Participants According to Location

Lagos State Educational District	No of Participants	Valid Percent
District 1	173	35.1
District 2	106	21.5
District 3	49	9.9
District 4	61	12.4
District 5	40	8.1
District 6	64	13.0
Total	493	100.0

Data Collection

Data was collected over a 12-weeks period, before the questionnaire was distributed to the participant. We ensure them confidentially and obtain their supports to participate in the study and a pick-and-drop method was used for this purpose.

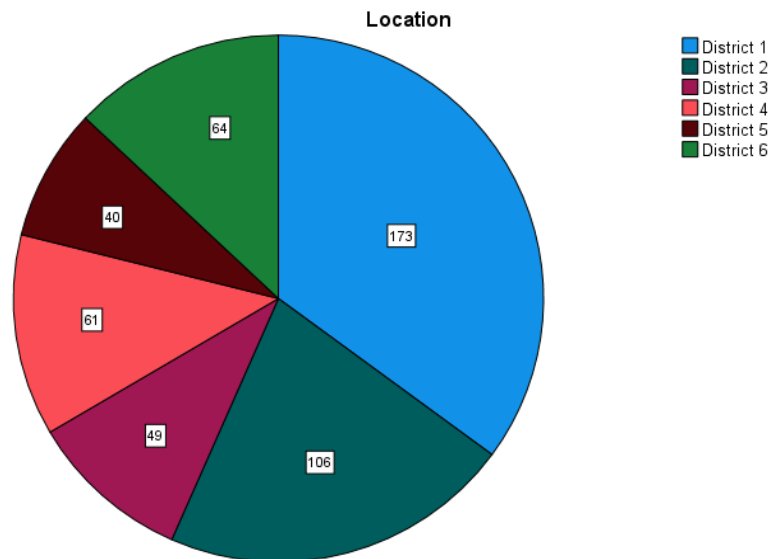


Figure 1. Distribution of Participants According to Location

Instrument

Teachers' High performance Work System Questionnaire (THPWS-Q) was self-constructed and designed based on the six elements of HPWS consisting of 34 items composing the six subscales. The measurement is based on an 11-point Likert-type scoring system ranging from (1- strongly agreed and 11 – Strongly disagreed). The measuring items for demographic variables were based on a combination of nominal and ordinal scales. The reliability and validity of the measuring scales are addressed in another section.

Profile of Respondents

Data on the profile of the respondents were based on gender, qualifications, year of training and district where the school is located. Of the 493 respondents, 225 were male and 268 were female. Regarding qualifications, 147 respondents hold Diploma/OND/NCE, 278 hold B. ED/HND, 66 participants are with M. ED certificate and only 2 had a Doctoral Degree. Lastly, in terms of year of training received, many of the respondents, 323 fell within the range between 1-5yrs of training, 122 respondents had 6-10yrs, 30 fell in the 11-15yrs, 13 participants had 16-20yrs of training and only 4 participants had 21yrs and above.

Results

Exploratory Factor Analysis and Reliability Analysis

Table 2 shows the results of the exploratory factor analysis (EFA) using principal component analysis for all the variables. The EFA was employed on the 27 items to verify the factor loadings of the constructs. The study adopted factor loading of above .50. Items must be solely loaded highly on one factor because factorial community as cross-loading is unacceptable in factor loading. The initial total of 34 items was later reduced to 27 Items, while items not meeting the .50 cutoff were discarded from sub-construct. The sample adequacy was confirmed with

the Kaiser–Meyer–Olkin (KMO) value of 0.923, which exceeded the minimum standard level of 0.5 for the factoring value. The Bartlett’s sphericity test ($p < 0.000$) was found to be statistically significant, with an approximate chi-square value of 6524.384, indicating the significance of the correlation matrix. The Cronbach’s alpha coefficient for six scales was (.813-.836) indicating acceptable reliability (Taber, 2018).

Table 2. Exploratory Factor Analysis

Item no	HPWS Scale	Subscale (Latent Variable)	Factor Loading						
			Factor1	Factor2	Factor3	Factor4	Factor5	Factor6	
1	Caring	CR1	.552						
2		CR2	.744						
3		CR3	.795						
4		CR4	.753						
5		CR5	.714						
6	Training and Development	TR1		.691					
7		TR2		.773					
8		TR3		.653					
9		TR4		.712					
10		TR5		.733					
11	Performance Appraisal	PA1			.715				
12		PA2			.764				
13		PA3			.745				
14		PA5			.623				
15		PA6			.575				
16	Salary and Compensation	CP1				.557			
17		CP2				.528			
18		CP3				.765			
19		CP4				.737			
20		CP5				.661			
21	Staffing	ST1					.793		
22		ST2					.824		
23		ST3					.790		
24		ST5					.668		
25		Involvement and Participation	IP3						.817
26	IP4							.692	
27	IP5							.617	
			Cronbach's Alpha	.836	.837	.814	.818	.826	.813

Confirmatory Factor Analysis

CFA First Order Instrument Test of HPWS Scale

The construct validity of instrument of the HPWS scale was tested through Confirmatory Factor Analysis (CFA). CFA was conducted to validate the goodness of fit indices of the 27-items using the maximum likelihood estimation method and various statistics which include goodness-of-fit index (GFI), adjusted goodness-of-fit index (AGFI), root mean square error of approximation (RMSEA), comparative fit index (CFI), normed fit index (NFI), incremental fit index (IFI) and Tucker–Lewis index (TLI) were calculated. Table 3 shows the outputs of the first-order CFA model (GFI = .930, AGFI = .913, NFI = .915, RFI = .902, IFI = .941, TLI = .932, CFI = .941, RMSEA = .047) indicating that the goodness-of-fit indices were within acceptable standards. The critical ratios values between 13.818 and 22.876 for all the items specify that the path is significant at the level of 0.001. This finding showed the significant dimensions of the high-performance work system constructs (see Figure 2) are valid and acceptable. As such, the overall model fit is adequate and satisfactory (Hair, Black, Babin, & Anderson, 2010).

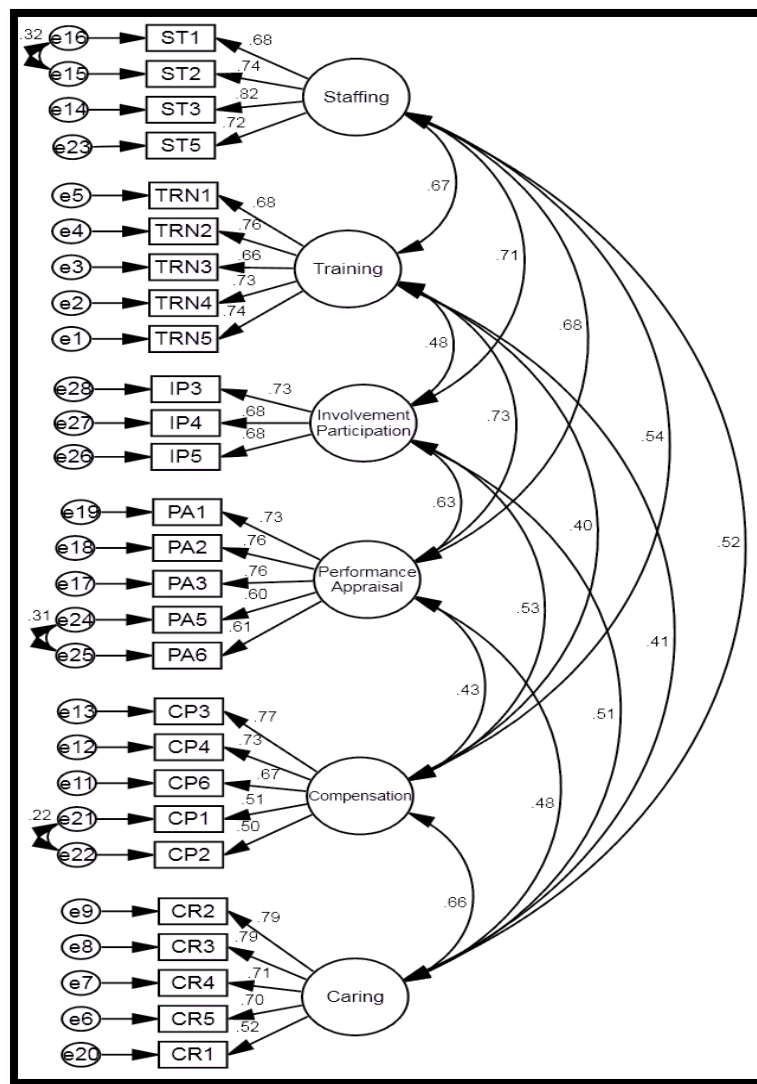


Figure 2. First-order Model

Table 3. First-Order Measurement Model Estimate

Construct	Unstandardized Regression Weight	Standardized Regression Weight	Standard Error	Critical Ratio	Squared Multiple Correlation	Model Fit
TRN5	1.000	.742	-	-	.551	
TRN4	.957	.727	.046	20.771*	.528	
TRN3	.894	.657	.048	18.790*	.432	
TRN2	1.003	.756	.046	21.579*	.571	
TRN1	.944	.678	.049	19.387*	.460	
CR5	1.000	.699	-	-	.489	
CR4	.997	.706	.052	19.127*	.498	
CR3	1.150	.793	.054	21.128*	.629	CMIN/DF =
CR2	1.126	.786	.054	20.985*	.618	3.062
CP6	.817	.671	.044	18.720*	.451	DF = 306
CP4	.890	.730	.044	20.205*	.534	P = .000
CP3	1.000	.773	-	-	.597	GFI = .930
ST3	1.000	.821	-	-	.674	AGFI = .913
ST2	.912	.737	.040	22.680*	.544	NFI = .915
ST1	.895	.683	.043	20.663*	.467	RFI = .902
PA3	1.000	.757	-	-	.574	IFI = .941
PA2	.982	.757	.045	21.876*	.573	TLI = .932
PA1	.995	.730	.047	21.115*	.534	CFI = .941
CR1	.741	.519	.052	14.354*	.270	RMSEA =
CP1	.624	.509	.044	14.118*	.259	0.47
CP2	.647	.498	.047	13.818*	.248	
ST5	.891	.722	.040	22.392*	.522	
PA5	.814	.596	.048	17.040*	.355	
PA6	.824	.612	.047	17.537*	.375	
IP5	1.000	.684	-	-	.468	
IP4	.982	.678	.059	16.620*	.460	
IP3	1.049	.731	.060	17.445*	.534	

Note = * significant at $p < .05$

Second-Order CFA Measurement Model

The second-order measurement model was tested and verified with the results of the CFA (Gerbing, & Anderson, 1998; Byrne, 2010). To further assess the model, the study employed the various model fit indices and standardized coefficients. Table 4 shows the outputs of the model estimates and fit indices of the dimensions of HPWS using a second-order CFA. The findings from the analysis revealed that all dimensions in the first-order CFA showed

strong loadings in the second-order CFA for teachers' perceptions of various dimensions of High-Performance Work Systems (HPWS), as depicted in Figure 3.

The factor loadings of the second-order CFA measurement model ranged from 0.64 to 0.86 for all HPWS constructs, surpassing the threshold of 0.5. This not only confirmed the convergent validity of the measurement model but also provided support for the construct validity of each dimension within the HPWS framework (Hair et al., 2010). Furthermore, the model fit indices presented in Table 3 indicated that the model fit was acceptable. The values of the indices were as follows: CMIN/DF = 3.388, P = .000, DF = 313, GFI = .921, AGFI = .905, NFI = .903, RFI = .892, IFI = .930, TLI = .921, CFI = .930, RMSEA = .051. These results demonstrate that the 27 items comprising the second-order CFA model for HPWS dimensions adequately captured and represented the data, meeting the requirements for a satisfactory model fit. The analysis provided strong evidence for the validity and reliability of the second-order CFA model for teachers' perceptions of HPWS dimensions. The findings support the notion that HPWS can be effectively measured using the selected dimensions and items in the construct.

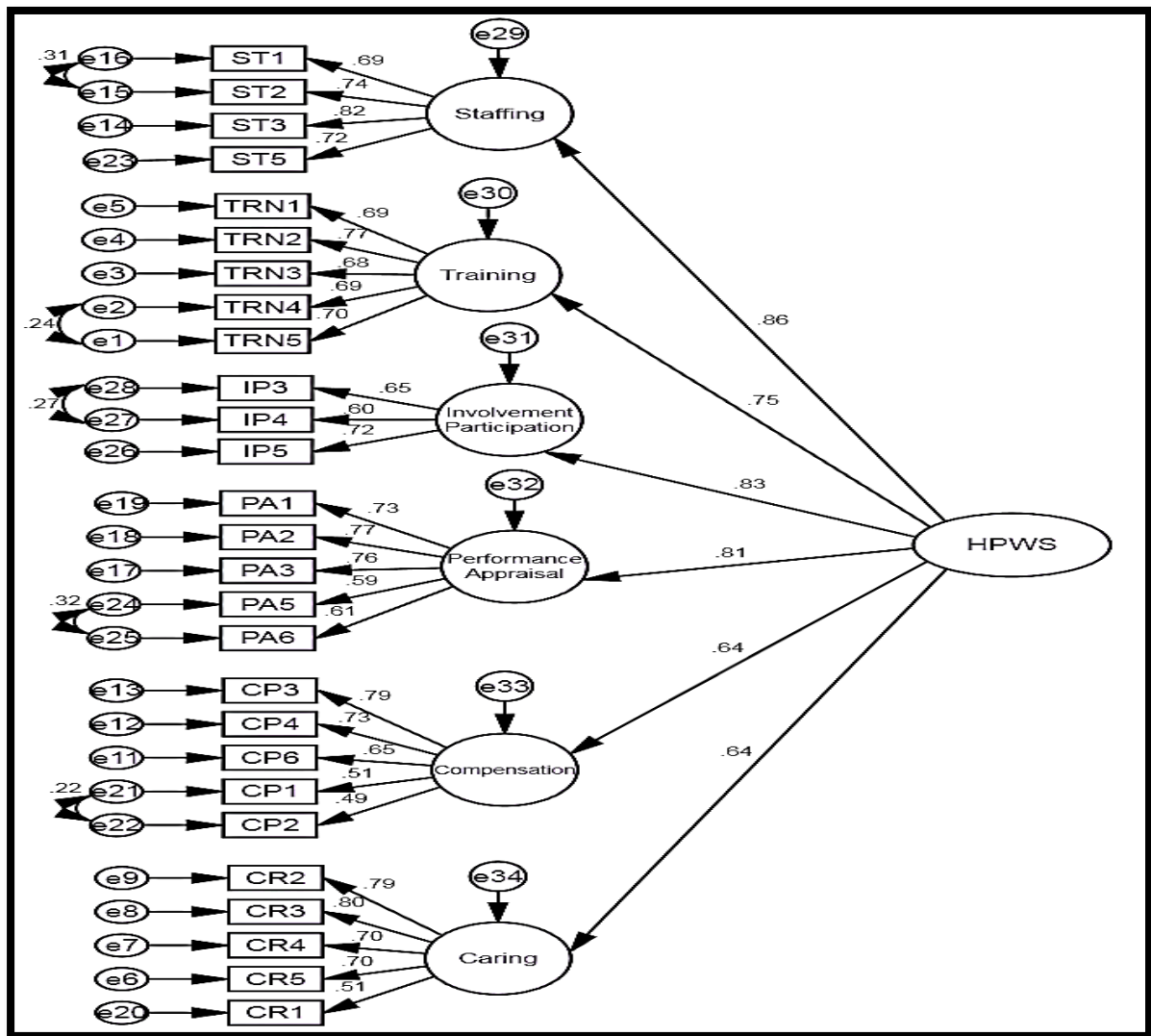


Figure 3. Second-order Model

Table 4. Second-Order Measurement Model Estimate

Construct	Unstandardized Regression Weight	Standardized Regression Weight	Standard Error	Critical Ratio	Squared Multiple Correlation	Model Fit
TRN5	TRN5	1.000	.702	-	-	
TRN4	TRN4	.964	.698	.046	21.085*	
TRN3	TRN3	.982	.797	.055	17.822*	
TRN2	TRN2	1.091	.791	.055	19.738*	
TRN1	TRN1	1.031	.652	.057	18.1948*	
CR5	CR5	1.000	.733	-	-	
CR4	CR4	.981	.789	.052	18.947*	CMIN/DF =
CR3	CR3	1.150	.822	.054	21.197*	3.388
CR2	CR2	1.127	.741	.053	21.075*	P = .000
CP6	CP6	.777	.689	.043	18.157*	DF = 313
CP4	CP4	.875	.758	.043	20.144*	GFI = .921
CP3	CP3	1.000	.766	-	-	AGFI = .905
ST3	ST3	1.000	.726	-	-	NFI = .903
ST2	ST2	.916	.509	.040	22.703*	RFI = .892
ST1	ST1	.902	.509	.043	20.785*	IFI = .930
PA3	PA3	1.000	.492	-	-	TLI = .921
PA2	PA2	.992	.717	.045	21.948*	CFI = .930
PA1	PA1	.987	.589	.047	20.833*	RMSEA =
CR1	CR1	.723	.610	.051	14.078*	.051
CP1	CP1	.611	.720	.043	14.092*	
CP2	CP2	.626	.598	.046	13.600*	
ST5	ST5	.883	.653	.040	22.141*	
PA5	PA5	.803	.702	.048	16.750*	
PA6	PA6	.820	.698	.047	17.384*	
IP5	IP5	1.000	.797	-	-	
IP4	IP4	.824	.791	.058	14.242*	
IP3	IP3	.892	.652	.058	15.370*	

Note = * significant at $p < .05$

Discussion and Implication

This study identifies HPWS as a crucial set of practices that can significantly enhance the well-being of teachers, ultimately leading to improved job involvement and productivity. This new approach calls for the illumination of HPWS practices to facilitate the positive productivity of teachers and create a more supportive and engaging work environment within the education system. Huselid (1995) highlighted the significance of high-performance work systems (HPWS) in driving organizational success. A high-performance work system refers to a set of human

resource practices designed to enhance employee skills, engagement, and productivity. These systems are integral to modern organizational success, as they contribute to improved performance, innovation, and sustainable competitive advantage. Ashade et al. (2020) also mentioned that providing opportunities for employees to contribute to decision-making processes has been shown to improve overall performance, as highlighted in their research.

Numerous empirical studies have garnered evidence supporting implementing HPWS elements such as training and selection, performance appraisal, and salary can affect human capital and organization commitment which can result in school performance (Paracha, Ismail, & Amin, 2014). Mahdi, Liao, Muhammad, & Nader (2014), mentioned in their study on how HPWS influence employee output. The findings of this study underscore the significant correlation between HPWS, organizational identity, employee creativity, and proactive behavior, highlighting the potential for HPWS to enhance employee productivity and organizational performance. As organizations continue to strive for competitive advantage and sustainable performance, the adoption of high-performance work systems remains a compelling strategy to unlock the full potential of their workforce and drive organizational success.

Kellner, Townsend, Wilkinson, Greenfield & Lawrence, (2016) brought to light a compelling case of a unique Australian Catholic non-profit organization (NPO) called Mercy Healthcare. This organization stands out due to its combination of a private and public hospital under the umbrella of Mercy Healthcare, which operates within a deeply rooted Catholic value system. What makes this case particularly intriguing is the implementation of a modified High-Performance Work System (HPWS) that is infused with a values-orientation, which has had a significant impact on the organization's strategic HRM and employee outcomes. The modified HPWS at Mercy Healthcare has served as a catalyst for integrating the potentially disparate elements of strategic HRM, thereby complementing the organizations deeply rooted Catholic values. This integration has not only resulted in a stronger and more cohesive organizational climate but has also led to positive employee outcomes and a high-performing HRM system. This alignment has allowed the organization to achieve a harmonious balance between operational excellence and the preservation of its core values, setting it apart from traditional for-profit entities.

Summarily, high-performance work systems are not merely a collection of HR practices but a strategic approach to maximizing human capital and driving organizational success. As businesses continue to navigate the complexities of the modern landscape, the adoption of these systems is imperative for sustaining a competitive edge and fostering a culture of excellence. In essence, high-performance work systems are instrumental in creating an environment where employees are not only motivated and engaged but also equipped with the resources and support needed to excel. Thus, this leverages their human capital as a source of sustainable competitive advantage and contribute to the organization's long-term success.

Theoretical Implication

The universalistic approach has far-reaching theoretical implications for HPWS practice. By emphasizing the standardization of HR practices and the application of universal principles, educational organizations can strive

for consistency and efficiency in managing their human resources. This approach promotes the development of standardized policies and procedures for recruitment, selection, training, performance management, and compensation, which can lead to greater organizational effectiveness. Adam, (2018) emphasized that the universalistic approach encourages the adoption of best practices and benchmarks for HRM across different industries and organizational settings. By identifying and implementing universally effective HR practices, organizations can enhance their competitive positioning and adaptability in an ever-changing business environment.

Practical Implication

High-Performance Work Systems (HPWS) can have several practical implications for teacher in the education system. Firstly, implementing HPWS in schools can lead to improved teacher performance through better training, feedback mechanisms, and performance evaluation. This can involve targeted professional development programs aimed at enhancing teaching skills, integrating technology in the classroom, and adopting innovative pedagogical approaches. Investing in continuous training, schools can ensure that their teachers are equipped with the latest knowledge and techniques, ultimately leading to improved instructional quality and student engagement (Amtu, Siahaya, & Taliak, 2019). This, in turn, positively impacts the quality of education provided.

Secondly, HPWS often emphasizes employee involvement, skill development, and recognition. By setting clear performance metrics and regularly assessing teacher effectiveness, schools can identify exemplary educators and provide them with the recognition they deserve. This not only motivates teachers to excel but also sets a standard of excellence for others to aspire to, thereby elevating the overall quality of teaching within the institution (Huang, Sardeshmukh, Benson, & Zhu, 2023). In this context, it could contribute to increased job satisfaction among teachers, potentially reducing turnover rates.

Thirdly, HPWS encourages a culture of collaboration and teamwork. In a teaching environment, this can lead to more effective communication among teachers, sharing of best practices, and a collaborative approach to addressing challenges in the education system. Educators are encouraged to work together, share their knowledge, and collectively address the challenges prevalent in the education system. This collaborative approach not only promotes a sense of unity among teachers but also allows them to leverage each other's strengths and expertise to enhance the overall teaching and learning experience (Adnot, Dee, Katz, & Wyckoff, 2017). By working as a team, educators can create a supportive network that enables them to learn from one another, develop innovative teaching methods, and collectively contribute to the improvement of educational practices.

Having mention some of the implication of the element of HPWS, the findings of this study hold significant implications for the education system. While, addressing potential challenges, such as resistance to change or resource constraints, is crucial for the effective adoption of HPWS in the education sector. It is important to recognize the impact of HPWS on teacher well-being and productivity, educational institutions can make informed decisions regarding the implementation of practices that support and enhance the well-being of their teaching staff. Successful implementation requires attention to contextual factors, including the existing education

infrastructure, cultural considerations, and the overall socio-economic environment in Nigeria.

Conclusions

The teaching profession is one of the most crucial and influential fields in society. Educators play a vital role in shaping the future by imparting knowledge and guiding the next generation. However, despite the significance of their role, many teachers are facing challenges in terms of salaries and financial incentives. Competitive salaries are essential to attract and retain top talent in the education sector, and lack of competitive compensation can hinder the recruitment of qualified individuals into the field. When salaries are commensurate with the level of education, experience, and expertise required for the job, it encourages more individuals to consider teaching as a viable and attractive career option.

Eye-catching wages, when pooled together with the possibility of receiving added payments as well as decent working conditions, constitute some of the key impetuses for bringing people into the teaching profession and safeguarding high levels of satisfaction and motivation among workers. However, the education sector is gradually in a struggle to attract best qualified young graduates into the profession. Salaries and working conditions must be reasonable to make sure that adequate numbers of people are enticed into the profession. However, the policies that undermine the salaries of individuals working in the education sector cannot be ignored. In fact, Pugatch & Elizabeth, (2014b) mentioned that the issue relating teachers' salary to improve student performance urgently in educational system. Therefore, the structure of salary is a key motivation-instrument for any employee.

Recruitment is one of the cornerstones of any organization, which requires specialists with skills before being carried out. The poor selection will turn other elements to be impotent in a way that teacher performance which is the major strategic goal of the elements would be jeopardized. The education industry requires more carefulness and discipline regarding recruitment. Likewise, a teacher's skills and experience should be critically considered without prejudice and favoritism. Therefore, recruitment and selection should focus skilled candidates to a job, distinguishing the candidates that are most qualified, and enlisting the position of choice (Hargis, & Bradley 2011).

Additionally, professional development and training is a significant element of HPWS, it is considered a necessary evil, something unpleasant but needed. Becker & Huselid, (2010), predicted that employee professional development and training is an investment that led to increased productivity and organization performance. Immediately after thorough recruitment and appropriate selection, before the employee starts the job, a period of familiarization and induction should take place. Considering this perspective, teachers should be assisted throughout their career, through professional development.

In this situation, the implementation of High-Performance Work Systems in schools holds immense potential for improving teacher performance and, consequently, the quality of education. By prioritizing better training opportunities, effective feedback mechanisms, and performance evaluation, schools can create an environment that nurtures and supports educators, ultimately benefiting the entire learning community. As education continues

to evolve, embracing the principles of HPWS can serve as a catalyst for positive transformation and sustained excellence in the realm of teaching and learning.


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